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RIAU PEKANBARU

1442 H / 2021 M



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**A STUDY ON LEARNERS' LISTENING COMPREHENSION
DIFFICULTIES IN ENGLISH LANGUAGE LEARNING
AT THE SECOND GRADE OF VOCATIONAL
HIGH SCHOOL 1 BANGKINANG**

A Thesis
Submitted in Partial fulfillment of the
Requirements for bachelor Degree of Education
(S.Pd)



UIN SUSKA RIAU

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The thesis entitled *a study on students listening comprehension difficulties in English at the second grade students of vocational high school 1 Bangkinang* is written by Nurianda Sari Hsb SIN. 11414202887. It has been approved and examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Sya'ban 5th, 1442 H/ May 2nd, 2021 M as one of the requirements for the Undergraduate Degree (S. Pd) in English Education.

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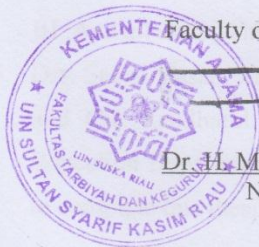
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SUPERVISOR APPROVAL

The thesis entitled *a study on students listening comprehension difficulties in English at the second grade students of vocational high school 1 Bangkinang* is written by Nurianda Sari Hsb, SIN. 11414202887. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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This thesis is intended to complete a partial requirement for the award of Undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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Finally, the researcher really realizes that are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

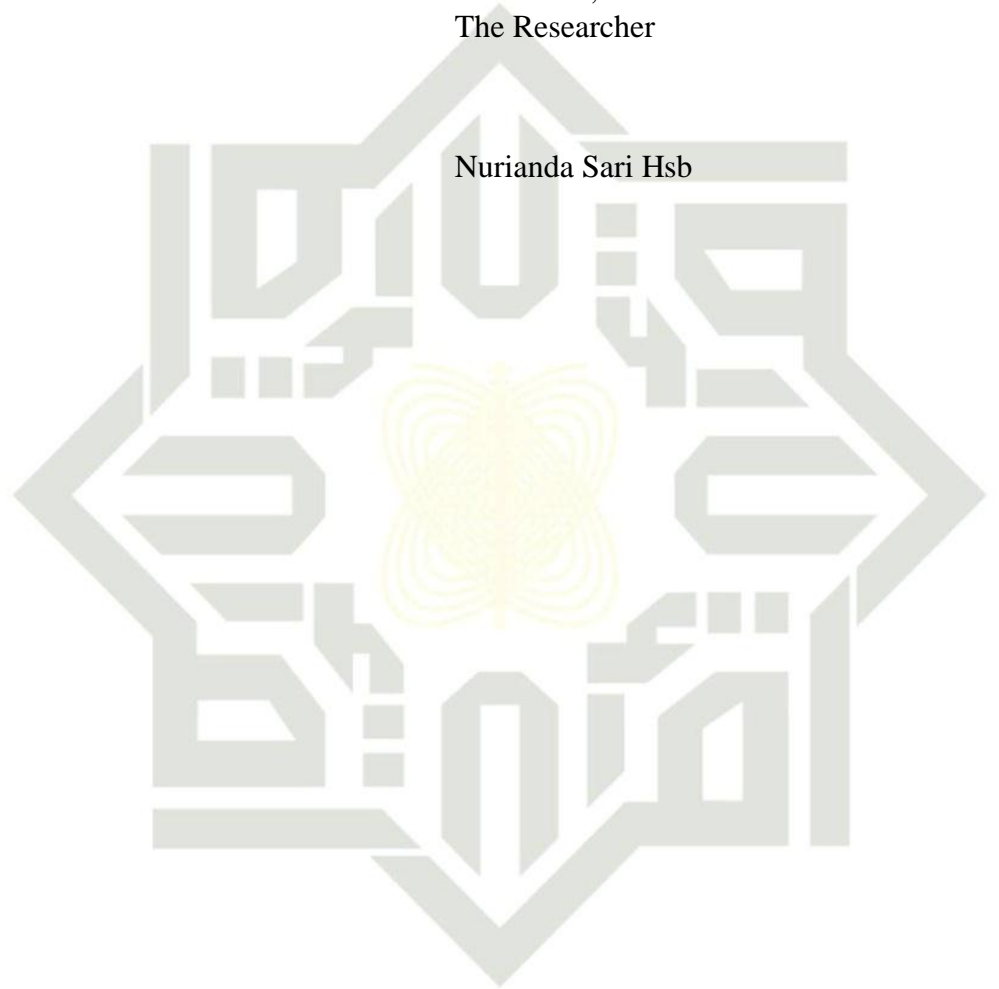
“May Allah Almighty bless you, bless me, and bless us”

امين يا رب العالمين

Pekanbaru, 15 maret 2021

The Researcher

Nurianda Sari Hsb



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ABSTRACT

Nurlianda Sari Hsb (2020): A study on students listening comprehension difficulties in English at the second grade students of vocational high school 1 Bangkinang

Skrripsi ini berjudul “studi tentang kesulitan pemahaman listening siswa dalam bahasa Inggris pada siswa kelas II SMK Negeri 1 Bangkinang” membahas tentang Kesulitan siswa kelas 2 terhadap Listening Comprehension. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kesulitan siswa di dalam listening comprehension, untuk mengetahuinya penulis merumuskan masalah menjadi 2 yaitu : 1 bagaimana tingkat permasalahan yang dihadapi siswa dan 2. dominan aspek yang paling sulit di temui siswa dalam belajar bahasa inggris . Populasi dalam penelitian ini adalah siswa kelas dua SMKN 1 Bangkinang . Jumlah sample sebanyak 120 siswa dari 4 kelas . Pengumpulan data dilakukan dengan kuesioner dan observasi.. Hasil analisis kesulitan siswa terhadap pemahaman listening menunjukkan bahwa listening comprehension merupakan keterampilan yang sangat sulit bagi siswa yang mempelajari bahasa asing. Hal tersebut didasarkan pada 8 aspek yang mempengaruhi pendengaran mereka yaitu willingness, attention, aware and perceptive, interpretation, remember, respond, care, summarize. Pemahaman tentang kesulitan siswa dapat memotivasi dan membantu guru untuk mengembangkan strategi pembelajaran yang efektif bagi siswa untuk meningkatkan kemampuan listening . Dalam menganalisis data, penulis menggunakan bantuan Microsoft Excel . Penulis menyimpulkan bahwa siswa SMKN 1 Bangkinang memiliki tingkat kesulitan yang tinggi dalam menyimak dan aspek yang paling dominant di alami siswa adalah summarise atau pada saat membuat kesimpulan .

Keywords ; Kesulitan, Listening Comprehension



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ABSTRACT

Nuranda Sari, (2020):

A study on students listening comprehension difficulties in English at the second grade students of vocational high school 1 Bangkinang

This thesis entitled “A Study on Studentss’ Listening Comprehension Difficulties in English at the Second Grade Students of Vocational High School 1 Bangkinang.discusses about the listening comprehension difficulties of the second grade students. The purpose of this study was to find out the level of difficulties and also the factors that is as a cause of the students’ listening difficulties at SMK N 1 Bangkinang . the population of this research are the second grade of SMKN 1 Bangkinang and the total sample are 120 students. This research had one variable. This research was a case study research. In collecting the data, the researcher used questionnaires and observation method that contains positive and negative questions about A Study on Studentss’ Listening Comprehension Difficulties,the result of analysis of listening comprehension difficulties shows that listening is a difficult skill for students foreign language. That is based on 8 aspects that affect their listening namely : willingness ,attention, aware and perceptive, interpretation, remember, respond, care, summarize. Understanding students difficulties can motivate and help teachers to develop strategies for students to improve listening comprehension skills. . In analyzing the data, the data obtained from questionnaires analyzed by using the Microsoft Excel program. Finally, the researcher concluded that students of SMKN 1 Bangkinang had a high level of difficulties in listening comprehension with an average score of 80 and the most dominant aspect is summarize.

Keywords: difficulties ,listening comprehension

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ملخص

نورياندا ساري هاسيوان، (٢٠٢٠): دراسة عن الصعوبات في فهم المسموع في اللغة الإنجليزية لدى تلاميذ الفصل الثاني بالمدرسة الثانوية المهنية الحكومية ١ بنكينانج

هذا البحث عنوانه "دراسة عن الصعوبات في فهم المسموع في اللغة الإنجليزية لدى تلاميذ الفصل الثاني بالمدرسة الثانوية المهنية الحكومية ١ بنكينانج"، فيبحث في صعوبات وقع فيها تلاميذ الفصل الثاني في فهم المسموع. وهذا البحث يهدف إلى معرفة صعوباتهم في فهم المسموع، ومن أجل ذلك قدمت الباحثة سؤالين، هما: ١. كيف مستوى الصعوبات التي وقع فيها التلاميذ. ٢. ما هو الجانب الأكثر شيوعاً لصعوبات التلاميذ في فهم المسموع. ومجتمعه تلاميذ الفصل بالمدرسة الثانوية المهنية الحكومية ١ بنكينانج. وعدد عيناته ١٢٠ تلميذاً مأخوذين من ٤ فصول. وتم جمع بياناته من خلال الاستبيان والملاحظة. ونتيجة التحليل دلت على أن فهم المسموع هو من أصعب المهارات لدارسي اللغة الأجنبية. وذلك يعتمد على ٨ جوانب تؤثر في سمعهم، وهي الاستعداد والانتباه والوعي والإدراك والتفسير والتذكر والاستجابة والرعاية والتلخيص. ففهم المدرس لصعوبات التلاميذ يشجعهم ويساعدهم على تطوير استراتيجية التعليم الفعالة لترقية مهارة الاستماع للتلاميذ. ولتحليل البيانات استخدمت الباحثة مايكروسوفت إكسيل. وأخيراً استنتجت أن تلاميذ المدرسة الثانوية المهنية الحكومية ١ بنكينانج لهم صعوبات كثيرة في الاستماع، والجانب الأكثر شيوعاً هو التلخيص أي عند تقديم الاستنتاجات.



الكلمات الأساسية: صعوبات، فهم المسموع.

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LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
ABSTRAK	vii
مُلَخَّصٌ	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF CHARTS	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Problem	4
1. Identification of the Problem	4
2. Limitation of the Problem	5
3. Formulation of the Problem	5
C. Objective and Significance of the Research.....	5
1. Objective of the Research	5
2. Significance of the Research	6
D. Definition of Term	6
E. Reason for Choosing the Title.....	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Theoretical Framework	8
1. The Nature Of Listening Comprehension	8
2. Listening process	10
3. The stage of Teaching listening	13
4. Students' difficulties in Listening Comprehension	13

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5. Relevant Research	17
6. Operational Concept	18

CHAPTER III THE RESEARCH METHODOLOGY

A. Research Design	20
B. Location and Time of the Research	20
C. Subject and Object of the Research	20
D. Population and Sample.....	21
E. The Technique of Collecting the Data	22
1. Questionnaire	22
F. The Technique of Analysing Data	22

CHAPTER IV DATA PRESENTATION AND ANALYSIS

A. Data Presentation	24
1. Data Presentation of Students' Listening Comprehension Difficulties	28
2. Descriptive Analysis	40
B. The Dominant Aspect of Studentss' difficulties in listening Comprehension	41

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	43
B. Suggestion	44

REFERENCES**APPENDICES****CURRICULUM VITAE**

LIST OF TABLES

Table III.1	Population and sample of the Research	21
Table III.2	The Blueprint of Questionnaire	22
Table IV.1	Students' Learning Interest Score	24
Table IV.2	The categorize of listening difficulties	28
Table IV.3	Item Number 1 "It is difficult for me to concentrate with noise around"	29
Table IV.4	Item Number 2 "I find it difficult to interpret the meaning of a long spoken text"	29
Table IV.5	Item Number 3 "I find it difficult to recognize the signals which indicate that the speakers is moving from one point to another"	30
Table IV.6	Item Number 4 "I feel nervous and worried when I don't understand the listening text"	30
Table IV.7	Item Number 5 "at the time of listening I found it difficult to predict what word would come next"	31
Table IV.8	Item Number 6 "I find it difficult to understand the meaning of words which are not pronounced clearly"	31
Table IV.9	Item Number 7 "I am unable to concentrate because search for the answer and listen to the dialogue same time"	32
Table IV.10	Item Number 8 "unclear sounds resulting from a poor-quality cd player interfere with my listening comprehension"	32
Table IV.11	Item Number 9 "when encountering an unknown word ,I stop listening and thinking about the meaning of the word"	33
Table IV.12	Item Number 10 "I find it difficult to remember word or phrase quickly that I have heard"	33



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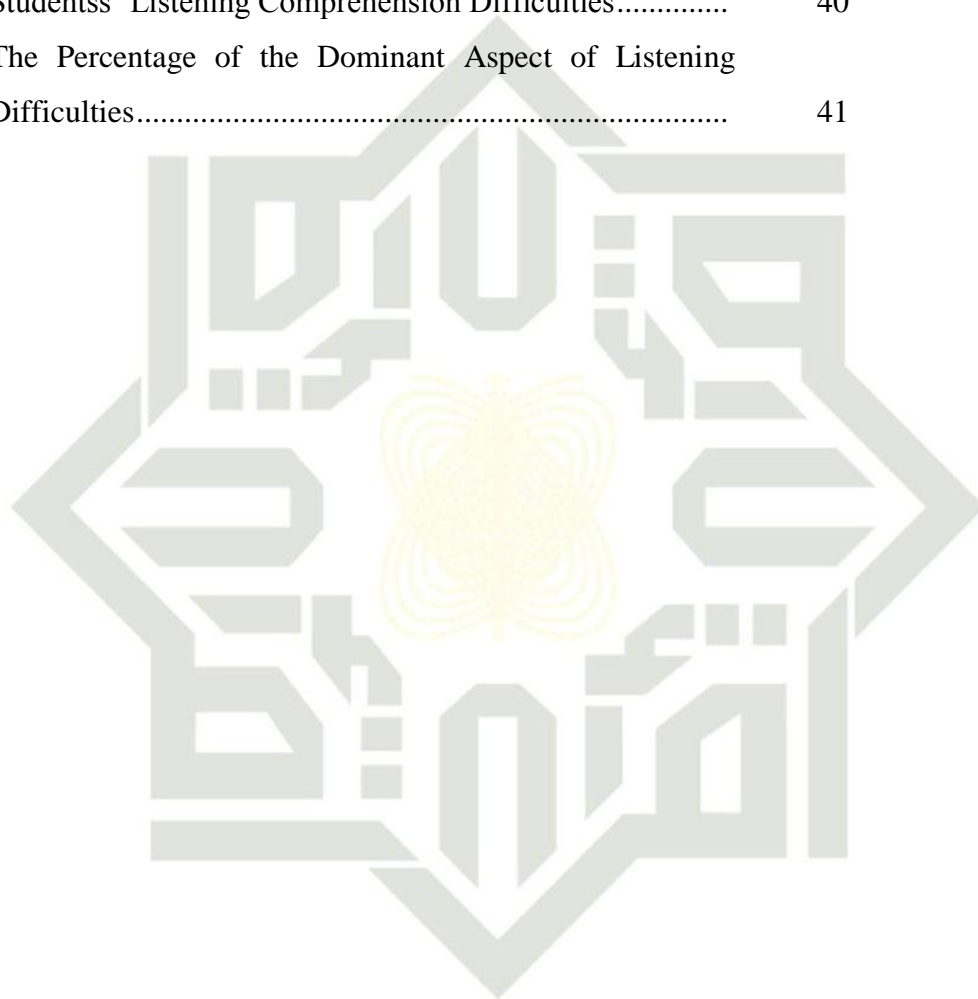
Table IV.13	Item Number 11 “I lose my concentrate when I think about the meaning of new words”.....	34
Table IV.14	Item Number 12 “unclear sound resulting poor equipment interfere with my listening comprehension”	34
Table IV.15	Item Number 13 “I find it difficult to understand when speakers speak too fast”	35
Table IV.16	Item Number 14 “I find it difficult to understand the spoken text which is no interst to me”	35
Table IV.17	Item Number 15 “I find it difficult to understand listening text when the topic is unfamiliar”	36
Table IV.18	Item Number 16 “I find it difficult to infer the meaning of an unknown words while listening.....	36
Table IV.19	Item Number 17 “I find it difficult when listening to English without trancripts”	37
Table IV.20	Item Number 18 “I lose my concentrate when I think of another question	37
Table IV.21	Item Number 19 “I stop listening when I have problems in understanding a listening text”.....	38
Table IV.22	Item Number 20 “I find difficult to understand every single word of incoming speech”.....	39
Table IV.23	Descriptive Statistics studentss’s difficulties in listening Score.....	41
Table IV.24	The Dominant Aspect of Studentss’ Difficulties in Listening Comprehension	42

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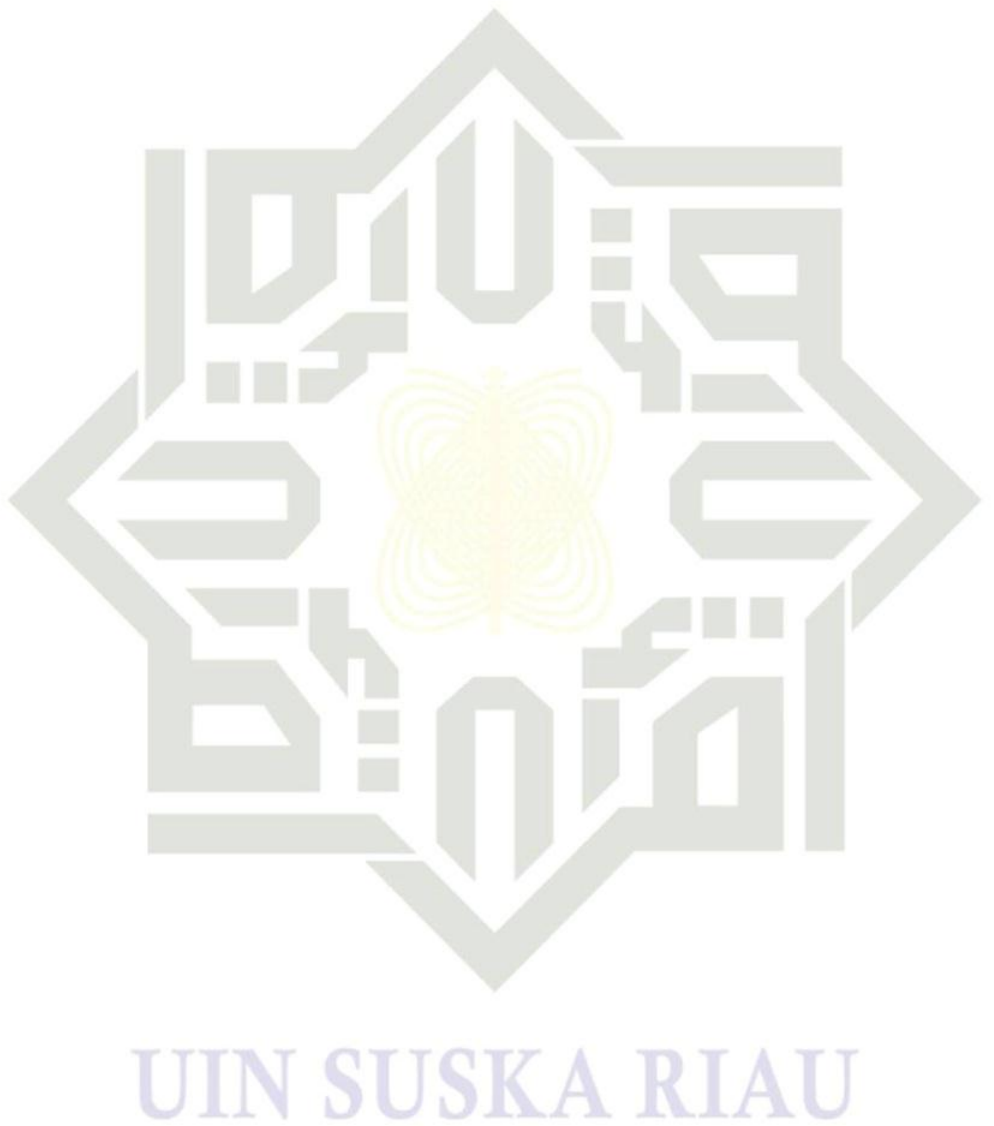
Chart IV.1	The Frequency Score of Studentss' Listening Comprehension Difficulties	39
Chart IV.2	The Percentage of Interval Score Distribution of Studentss' Listening Comprehension Difficulties.....	40
Chart IV.3	The Percentage of the Dominant Aspect of Listening Difficulties.....	41



UIN SUSKA RIAU

LIST OF APPENDICES

- Appendix 1** Research Instrument
- Appendix 2** Recommendation Letters



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CHAPTER I INTRODUCTION

A. Background of the Problem

Listening is one of the activities in English language learning. Among the four language skills, listening is the basic skills in English language that have to masterd by students to communicate in English well. In line with Brown and Yule (1983.p.124) listening means the person understands with the others people said. Besides, Rost (2009.p.124) has said that a successful communication if the listeners understand what the other people say.

Listening is a receptive skill. It requires a person to receive and understand incoming information. As a receptive skill, listening plays an important role in communication. Listening skills are more important than reading skills as a factor contributing to academic success because listening is frequently used language skill (Gilakjani, 2011, p. 5).

During listening process, students faced difficulties in listening. There are many listening difficulties that are faced by the students. The students have problems with the sounds. The students also have to understand word byword but sometimes they find unfamiliar words. The students cannot predict what words will be said by the speakers (Ur,1991: 111-112). Students' listening difficulties have impact in their speaking, so it should be paid attention to the teacher.



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In English teaching and learning process at Indonesian Educational Institution, listening is the first skills of English that must learned by students. Regarding with Smith (2003.p.101) stated that listening is the language skills that is used the most, it is the one that is taught the least in the classroom. Most of studentssgot the difficulties in listening because the studentssstill have a problems with vocabulary and pronunciation.acording to Brown (1995) acknowledged the relevance of all these issues, and further argued that listener difficulties are also related to the levels of cognitive demands made by the content of the texts.beside that according to Buck (2001) identifies numerous difficulties which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar word. Listening English comprehension is completely different from usual listening activities because English is not our mother tongue language and there are sounds which are unknown or unfamiliar for foreign listeners; and therefore, they may often fail to distinguish from other similar sounds or even fail to hear them at all.

The difficulties occur when they cannot retain the incoming voice in their short term memory for a while, so that the utterance can be processed for further semantic interpretation (Wilson, 2008). They are also concerned with the nature of listening materials and strategies (Chen, 2005) as the characteristics of spoken language frequently dominate in listening material. Brown (1994 : 238) says, there are special characteristics of spoken language need to be taken into consideration, second language studentss need to pay



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special attention to such factors because they highly influence the processing of speech, if these characteristics are not presented, they can make listening process become difficult, the characteristics are : is clustering, that is breaking down speech into smaller groups of words.

The second is redundancy like rephrasing, repetitions, elaborations, and little insertions of “I mean” and “you know.” The third is reduced forms like phonological, morphological, syntactic and pragmatic reduction. The fourth is performance variables such as hesitations, false starts, pauses, and corrections. The fifth is colloquial language like idioms, slang, reduced forms, and shared cultural knowledge. The sixth is rate of delivery which indicates number and length of pauses used by a speaker. The seventh characteristic is stress, rhythm, and intonation which are very important because English is a stress timed language. And the eight characteristic is interaction which rules include negotiation, clarification, attending signals, turn-taking, and topic domination, maintenance, and termination.

Vocational High School 1 Bangkinang is one of the Senior High School level in Bangkinang. As one of the formal institution of education, this school learned English based on 2013 Curriculum. English is taught twice in a week with duration of 45 minutes for one meeting. According to the lesson plan from this school which is adapted from 2013 curriculum, the subject listening has purposes:

1. To make the studentsscomprehend the text in listening.
2. To make the studentssunderstand with what they heard.

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To make the studentsscan listen perfectly in listening classss.

4. To make the studentssknow the importance of listening.

Based on the researcher preliminary study in Vocational High School 1 Bangkinang, a part of studentssstill faces problems and difficulties especially in English in term of listening. the students' ability to listening English is still far from the expactation of the curriculum. The researcher can establish from the minimum of students passing grade that made by school.

Based on the preliminary research that done by the researcher at Vocational High School 1 Bangkinang, the researcher found the following phenomena:

- 1) Most of the studentssthink that the speakers' talks and their conversation in the CD are very fast and extremely difficult to be comprehended
- 2) Most of the studentssface problems of interpretation in listening Comprehension
- 3) Some of the studentssare not able to understand the vocabularry that used by the speaker

Based on the problems described above, the researcher is interested in researching the problems above into a research entitled “ **A Study on Studentss' Listening Comprehension Difficulties in English at the Second Grade Students of Vocational High School 1 Bangkinang.**

B. The Problem of the Research

1. Identification of the problem

- How is the listening comprehension at the second grade of vocational high school 1 Bangkinang?
- How is the vocabulary mastery in listening comprehension at the second grade of vocational high school 1 Bangkinang?
- How is the ability in understanding the meaning of the message of listening activity?

2. Limitation of the Problem

After identifying the problems stated above, it is clear that there are many problems in this research. Thus, the researcher only focus on students' listening comprehension difficulties in English language learning at the second grade of vocational high school 1 Bangkinang

3. Formulation of The Problem

- What is the level of difficulties in listening comprehension at Vocational High School 1 Bangkinang ?
- What is the dominant aspect of difficulties in listening comprehension at Vocational High School 1 Bangkinang ?

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C. Objective and Significant of the Research

1. Objective of the Research

From the formulation of the problem, the researcher has some objectives of the research as follow :

- a. To find out students' difficulties in listening comprehension at the second grade of vocational high school 1 Bangkinang
- b. To find out the causes of the students' difficulties in listening comprehension at vocational high school 1 Bangkinang

Significant of the research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable, especially for students and teachers of English at the second grade of vocational high school 1 Bangkinang to be consideration for their future learning process.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as foreign or a second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to develop of theories on language teaching and learning.

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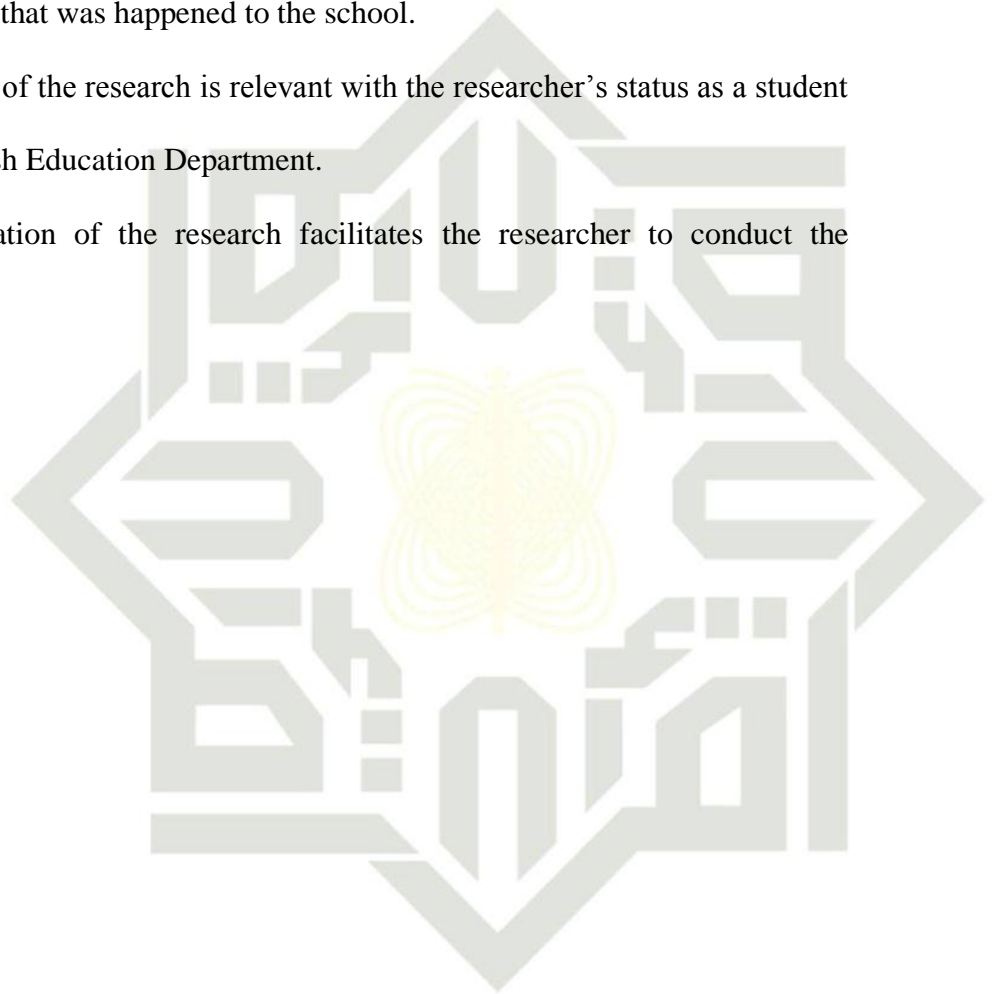
D. Reason for Choosing the Title

There are some reasons why the researcher is interested in conducting this research. The reasons are as follows:

The researcher is interested in listening difficulties because it based on the problem that was happened to the school.

The title of the research is relevant with the researcher's status as a student of English Education Department.

The location of the research facilitates the researcher to conduct the research.



UIN SUSKA RIAU



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E. Definition of the Term

There are so many terms are involved in this research. In order to avoid misunderstanding to the terms used in this research, thus, the researcher provides the definition of all the terms in this research as follows;

Study

Study is an activity that trying to know and understanding something new with deeply.

Listening

According to Purdy (1997), listening is the process of receiving, making meaning from, and answering to spoken and/or nonverbal messages and Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016).

Listening comprehension

according to Brown and Yule (1983), listening comprehension mean that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it.

Difficulty

Difficulty is something that is hard to understand in facing listening comprehension (Oxford, 1995:116). In doing this research difficulty is students' difficulty in understanding listening test.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature Of Listening Comprehension

Listening is one of language skills that is used most frequently; adults spend almost half their communication time listening, and students may receive as much as 90% of their in school information through listening to instructors and each another. Listening is an active process. According to Rogers and Farson (1986 :149), 'active' means 'the listeners has a very definite responsibility of trying to grasp the fact and feelings in what she/he hear.' From this point of view, it can be conclude that a listeners should do her/his best to be a good listeners .

Then what is 'being a good listener ?'. However receptive behavior, in particular listening matters as well. Several studies give two reasons to support this. First effective listening allows the listeners to have access to other's beliefs, objectives, knowledge and attitude as this kind of information is disclosed to an effective listeners (Bavelas, Coates & Johnson , 2000; Miller, Berg & Archer, 1983) Second, Effective listening provides Important relation assets such as setting up trust, sincerity and creditability between the agent and the listeners (Blader & tyler, 2003; Detter & Burris; 2007. Purdy (1997) lists seven features for an effective listener;

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1. Willingness to listen
2. Focus the attention
3. Being aware (perceptive) during listening
4. Doing interpretation (both verbal and non-verbal cues)
5. Consciously working to remember
6. Responding with feedback
7. Caring about the relationship during listening

Besides that there are different definitions of the term “listening comprehension.” Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.

In addition, Mendelsohn (1774) stated that listening comprehension is a process where listener are able to decipher the speaker's intention, process linguistic forms like fast rate of speech and fillers, cope with listening in an interaction, understand the message of the text without understanding every single word, and realize different genres.

However, Purdy (1997) defined listening comprehension as an active and dynamic process where listeners attend, perceive, interpret,

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remember, and respond to the utterances of the speaker likewise, Ros (2002) defined listening comprehension as a process of receiving what the speaker says, constructing meaning, negotiating meaning with the speaker and responding in various way depending on the purpose of communication.

In conclusion, listening comprehension is a complex process where listeners need to be attentive in order to get the message of the talk. Knowledge of English Prosody, culture, vocabulary and sturcture is needed. Hence, lack of Prosody, culture, vocabulary and sturcture knowledge can causes in students' difficulties in listening comprehension.

2. Listening process

Wood (1994:2) states that there are three distinct stages in the aural reception of an utterance. At the first stage, the sounds go to into a sensory store, often called the "echoic memory " and are organized into meaningful units, according to the knowledge of the language the listener already has. Unfortunately, the sounds remain in the echoic memory for a very short time (probably about a second) and the listener does not have enough time to comprehend what is heard, particularly if listening to a foreign language, it causes errors as he/she attempts to organize the stream of sounds into meaningful units. And the listeners might be further troubled by the arrival of new information in the echoic memory before he/she has sufficient opportunity to deal with that.

In accordance with the listening process, there are two models of listening: the bottom-up and the top-down listening. The bottom-up



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listening is assumed that listening is a process of decoding the sounds that one hear in a linear process, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words (Nunan, 2005). The listeners try to identify words which are limited to the sounds of language, and make sense of what they hear (Suparman, 2010). Then the words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete, meaningful texts (Nunan, 2005).

Thus, bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Nation, 2009). Top-down processing, on the other hand means that listener tries to understand an utterance by analyzing the language data in a holistic manner, starting from a whole sentence and breaking it down into smaller parts (Ohata, 2006).

It suggests that the listeners actively construct the original meaning of the speaker using incoming sounds as clues. In the reconstruction process, the listeners use prior knowledge of the context and situation within which the listening takes place to make sense of what they hear. Context and situation include such things as knowledge of the topic at hand, the speakers and the relationship to the situation, as well as to each other and prior events (Nunan, 2005). Supporting the statement, in the top

down processing, the studentss must guess and interpret the message coming from other people based on the background knowledge. Then, they use prior knowledge of the context and situation such as knowledge of the topic, and the connecting situation as well as prior event (Gilakjaniand Ahmadi, 2011). In gaining the contextual meaning, they recognize only part of what they hear. They should be able to make guesses which link the fragmented pieces of text (Field, 2005).Contextual knowledge can make up for lack of phonology, syntactic, and semantic discrimination. The more familiar interlocutors are with each other, the less chance there is for misunderstanding. At the same time, however, if interlocutors know each other well, they are possibly to make greater presuppositions, thus incurring a greater danger of misunderstanding (Richards, 2005).

Dealing with the process of listening, the listeners use a number of operations, ranging from translating acoustic cues into sounds, through identifying words, phrases, tracing grammatical patterns in the auditory input they are exposed to. Then processing continues on to the next higher stage, the syntactic level, followed by an analysis of the semantic content to arrive at a literal understanding of the basic linguistic meaning.

This is called decoding process. Whereas in the process of meaning building, they should be able to address the context in the speech act occurs, and infer the speaker's intention (Field, 2008). In this way, they need to activate both decoding and meaning building process simultaneously.

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The stage of Teaching listening

In teaching listening the students have to focus and pay attention about the material that already they listen. Because listening is the activity of paying attention to and trying to get meaning from something we hear. If students do not learn to listen effectively, they will be unable to take part in oral communication, especially when to hear what a speaker says is insufficient for communication to occur. So as the teacher in teaching listening, listeners must concentrate and focus to make them easy in understanding material what they already listened. Vandergrift (1999), states that listening sequences improve students' metacognitive abilities, especially in the first two years of language learning.

These teaching listening sequences may be divided into three stages as pre-listening, while-listening and post-listening and each of the three stages has its own specific purpose (Underwood, 1989). While-listening activities are the main activities of the listening tasks. Students listen to the input and make decisions about the strategy to use according to the requirements of the task. Finally, in post-listening activities, students discuss and evaluate their strategy choices and their effectiveness. Feedback is provided by self-evaluation and also group discussions (Guan, 2015).

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Students' difficulties in Listening Comprehension

In students' difficulties in Listening comprehension, Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension (Goh, 2000).

Students may have difficulty with the vowel sounds of English and need practice in distinguishing between them such as, "sit / seat", "food / foot". And in other hand, consonant clusters are worrying as some sounds seem to be lost like "exactly" where / t / sound is rarely heard in native speaker speech.

The difficulties occur when they cannot retain the incoming voice in their short term memory for a while, so that the utterance can be processed for further semantic interpretation (Wilson, 2008). They are also concerned with the nature of listening materials and strategies (Chen, 2005) as the characteristics of spoken language frequently dominate in listening material.

Brown (1994 : 238) says, there are special characteristics of spoken language need to be taken into consideration, second language students need to pay special attention to such factors because they highly influence the processing of speech, if these characteristics are not presented, they can make listening process become difficult, the characteristics are :

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a) Clustering

In written language we are conditioned to present to the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for “ chunking “ or clustering , we breakdown speech in to smaller group of words through this effort listening comprehension is easy to be understood. In this case teacher must help students to pick out manageable clusters of words but sometimes students will try to comprehend whole sentence even several sentence or even they will try to comprehend to every word in an utterance.

b) Redundancy

Spoken language has good deal of redundancy, in conversations we can see rephrasing, repetitions, elaborations, and little insertions of “ I mean “ and “ you know “ here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information. Students can train themselves from such of redundancy, mainly becoming aware that not every new sentence or phrase will necessarily contain new information.

c) Reduced foarm

Beside containing a good deal of redundancy, spoken language also has many reduced forms, reduction can be phonological like “djeetyet” for “ did you eat yet “, morphological such as “ I’ll “, syntactic (elliptical forms like “when will you be back” tomorrow, maybe) and in pragmatic like “ phone rings in a house and a child

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answer, cups the telephone and yells to another room in the house, “mom!,phone!” These reductions cause significant difficulties especially classroom studentss who may have initially been exposed to the full form of English language.

d) Performance variable

In spoken language, unlike for planned discourse speeches, lecturers ,etc, hesitations, false start, pauses, and corrections are common. Native listener are conditioned from very young ages to “ weed out “ such performance variables whereas they can easily interfere with comprehension in second language studentss.

e) Colloquial language

Studentss who have been exposed to standard written English and textbook language sometimes extremely feel difficult to deal with colloquial language. Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversation

f) Rate of delivery

Commonly every language students thinks that native speakers speak too fast. Brown citing Richard (1983) points out that the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed. Studentss need to be able to comprehend language delivered at varying rates of speed and delivered with few pauses. In listening the hearer may not always have opportunity to stop the speaker and the stream of speech will continue to flow

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g) Stress, rhythm, and intonation.

The prosodic features of the English language are very important for comprehension. English speech can be a terror for some studentss as mouthful syllables some spilling out between stress points. Intonation patterns are also very significant not just for interpreting such straightforward elements as questions and statements and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, and praise.

h) Interaction

Interaction will play large role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, and etc. So, to learn to listen is also learn to respond and to continue a chain of listening and responding. Studentssneed to understand that good listeners are good responders (in conversation).

Relevant Research

As a matter of fact, there are several studies as conducted by some reseachers which relevant to this research. One of them is done by Nurlaila tuanany (2007) reseacrhed about some problem in listening comprehension using authentic materials encountered by the third year studentss of SMA DUA MEI CIPUTAT of english eduaction department of syarif hidayatullah state islamic university jakarta. This research shows that there are some problems faced by studentss of SMA DUA MEI

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CIPUTAT in using authentic materials for learning listening comprehension.

Among those important problems the researcher may identify some of them as ;problems with studentss‘lack of vocabulary ,the native speakers ‘normal speed in speaking which the studentsswere not familiar with, and the native speakers unclare voice . The studentssalso perceive the use of authentic material in listening lesson as beneficial to help them to success in learning ,to promote better learning and practice their listening better,also to adjust their hearing with the real way if English communication.

The second is done by DARTI (2010) researched about analyzing studentss’ difficulties toward listening comprehension of english education department of tarbiyah and teaching faculty at uin ALAUDDIN MAKASSAR among those important problems the researcher may identify spme of them as :lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad recording.from both of them the researcher focused on factor from listener and eksternal listening.

The third study is from Wang and Fang (2015), they conducted a research about Listening Difficulties of Low-Proficiency EFL learners: A Comparison of Teacher and Learner Perspectives, they said that motivated by the dearth of studies investigating language learners’ listening difficulties in EFL context, this study examined and compared teacher and

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learner perceptions regarding the sources of listening difficulties experienced by low-proficiency Chinese learners of English. A 38-item questionnaire and semi-structured interviews were employed to elicit the participants' beliefs. Findings show that in general the teachers and learners share the view that text- and processing-related variables have potentially the greatest impact on L2 listeners' comprehension, indicating the importance of giving priority to developing weak listeners' bottom-up perception abilities before higher-level processing skills should be attempted. Discrepancy in perceptions is also identified with respect to the challenges posed by different listening task types, opening up an important area where immediate pedagogical and research efforts are needed to bring the gap to closure.

Fourth, Saraswaty (2018), said that listening plays a vital role in daily lives. Everyday people listen for different purposes such as entertainment, academic purposes or obtaining necessary information. It is essential for learning languages since they enable to acquire insights and information, and to achieve success in communicating with others. But many students fail to seize them because of some learning difficulties in listening class. Teachers should be aware of students' learning difficulties. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities. This paper focuses on how teachers

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enhance their positive attitude; train them to be responsive by giving the suitable strategies that will enable them to develop their listening skills.

And the last is from Trismasari, Sudarsono, Rosnija (2016), with the title **FACTORS INFLUENCING ENGLISH LISTENING DIFFICULTIES**. They stated that This research focused on the factors influencing English listening difficulties. They cover sources dealing with the listening text, the speaker, the teacher, the listener, and the physical environment. The purpose of this research is to find out the most influential factor of English listening difficulties encountered by Year of 2015/2016. The research method was descriptive. The data were collected using questionnaire with 35 items designed on a five-point likert-type scale. The questionnaire was distributed to 38 students. The data were analyzed by calculating the percentage of each factor. The study found out that the students of Year-11 at encountered listening difficulties because of listening text (21.53%), speaker (21.67%), teacher (9.72%), listener (22.18%), physical environment (24.90%); and of these factors, physical environment was the biggest influential factor and teacher related factors was the last influential one.

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Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. There is variable in this research that variable is Students' listening comprehension difficulties. To identify the students' listening comprehension difficulties the researcher used several indicators as guidance to conduct the questionnaire as follows:

- a. Students have willingness to listening to the audio in the analytical exposition material
- b. Students are able to focus their attention during the listening to the audio in the analytical exposition material
- c. Students are able to be aware and perceptive during the listening in the analytical exposition material.
- d. Students are able to do interpretation after the listening in the analytical exposition material.
- e. Students are able to work to remember after the listening in the analytical exposition material.
- f. Students are able to respond to what they heard in the analytical exposition material.
- g. Students are able to care about the relation during the listening in the analytical exposition material.
- h. Students are able to summarize the listening material in the analytical exposition material.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research is categorized as a descriptive study. Descriptive method is a research model that used to know deeply about one object. It was intended to investigate the circumstances, conditions, or other things which have been mentioned, the results are presented in the form of research reports. As Sugiyono (2013) mentioned descriptive research is a research which is describe the phenomenon, symptom, condition which use qualitative or quantitative. Descriptive research can be either quantitative or qualitative. Ary (2010, p. 426) states that, research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context. Based on that theory, the research design of this research is descriptive design with qualitative approach.

Then for the design the researcher uses case study. It is because the researcher wants to identify the students' listening difficulties. According to Arikunto (2005, p. 234) stated that this research tries to describe studentss' difficulties in listening comprehension at the second grade students of vocational high school 1 bangkinang. This research consists of one variable namely dependent variable (Y) as studentss' difficulties in listening comprehension.

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B. Time and Location

This research will be conducted from January to October 2020 and the location of the research is Vocational High School 1 Bangkinang.

C. Subject and Object of the Research

The subject of this research is the second grade students of vocational high school 1 Bangkinang

The object of this research is students' listening comprehension difficulties in English language learning.

D. Population and Sample of the Research

The target population of this research is the second grade students of Vocational High school 1 Bangkinang. There are 296 students consist of 10 classes. The sample of this research consist of 120 studentss. The researcher will use simple random sampling. According to Arikunto (2006) states that if the population les than 100, it is better to take of them as the sample, but if it is more than 100 studentss, the sample can be taken between 10-15% or 20-25 % or more. In this research, the researcher take 40% from the total population at Vocational High School 1 Bangkinang. Thus, the researcher take sample from the total population is 120 students.

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Table III.1

Population and sample of the Research

No	Class	Population	Sample
1	XI TKJ 1	30 studentss	12
2	XI TKJ 2	30 studentss	12
3	XI TKR 1	30 studentss	12
4	XI TKR 2	30 studentss	12
5	XI TSM 1	30 studentss	12
6	XI TSM 2	28 studentss	12
7	XI TAV 1	30 studentss	12
8	XI TAV 2	28 studentss	12
9	XI TP 1	30 studentss	12
10	XI TP 2	30 studentss	12
Jumlah		296	120

E. Technique Of Collecting The Data

1. Questionnaire

According to Cohen et.al (2007), questionnaire is widely use and useful instrument for collecting survei informatin, providing sturucture, often numerical, being able to administrate without the presence of the researcher, and often being comparatively straigh forward to analyze. It is used to know what are students' difficulties in listening comprehension and is done to find out what factor causes students'difficulties in listening comprehension.



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Table III.2
The Blueprint of Questionnaire

Number	Indicator of Item	Number of Item	Items Number
1	Willingness	1	1
2	Attention	4	9,11,18,7
3	Aware and perceptive	4	20,19,17,2
4	Interpretation	2	15
5	Remember	2	10,6
6	Respond	5	12,13,14,4,8
7	Care	1	3
8	Summarize	2	16,5

F. Technique Of Analyzing Data

In order to get the level of studentss' difficulty in listening comprehension and to know the percentage of students difficulties in answering the questionnaire , the data were analyzed by using formula:

$$P = \frac{X}{N} \times 100$$

Where P = Individual level of difficulties

X = The number of the wrong answer

N = The number of items

To know the percentage of studentss' difficulties in answering the questionnaire, the reseacher uses the following formula (Sudijono, 2006:35):

Where : P = The percentage

F = Frequency

N = The number of studentss

Afterward, the average score of level difficulty which is given in each

Item was computed by using the formula (Hartono, 2004:30)

$$Mx = \frac{\sum Fx}{N} \times 100$$

Where : Mx : The mean of the studentss' score

$\sum Fx$: The total number of the studentssscore

N : The total respondent

To find out the level of the difficulties in listening comprehension , the measurement scale was used as prescribe in the following.

Level of difficulties	Score %
High	76-100
Middle	60-75
Low	0-59

(Arikunto , 2002;313)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This researcher was conducted to investigate the studentss' difficulties in listening comprehensin at the second grade studentss of Vocational High School 1 Bangkinang. Based on the data presentation, the researcher found that majority of studentss gets difficulties in listening comprehension. It was proved by the mean score of studentss' difficulties in listening comprehension at the second grade studentss of Vocational High School 1 Bangkinang is 81.57

To be clear, the category of studentss' difficulties in listening comprehension can be seen from data presentation that showed 4 students are at middle level category, with the percentage is 7 %. Most of them (56 students) are at high level categories, with percentage 93%. There is no student at low level category with percentage 0% its means that the level of students listening difficulties in English is categorized "high" level.

Furthermore, the researcher also find that the dominant aspect of studentss' difficulties in listening comprehension at the second grade studentss of Vocational High School 1 Bangkinang is "summarize" with the mean score 87.63.



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B. Suggestion

Based on the conclusion, the researcher proposes some suggestion as follow:

1. The Suggestion for the teachers.

- a. The Teachers of English at Vocational High School 1 Bangkinang should give more attention to the studentss understanding in listening.
- b. Teachers should vary the methods how to teach students or studentss and also create the good atmosphere to increase their understanding.

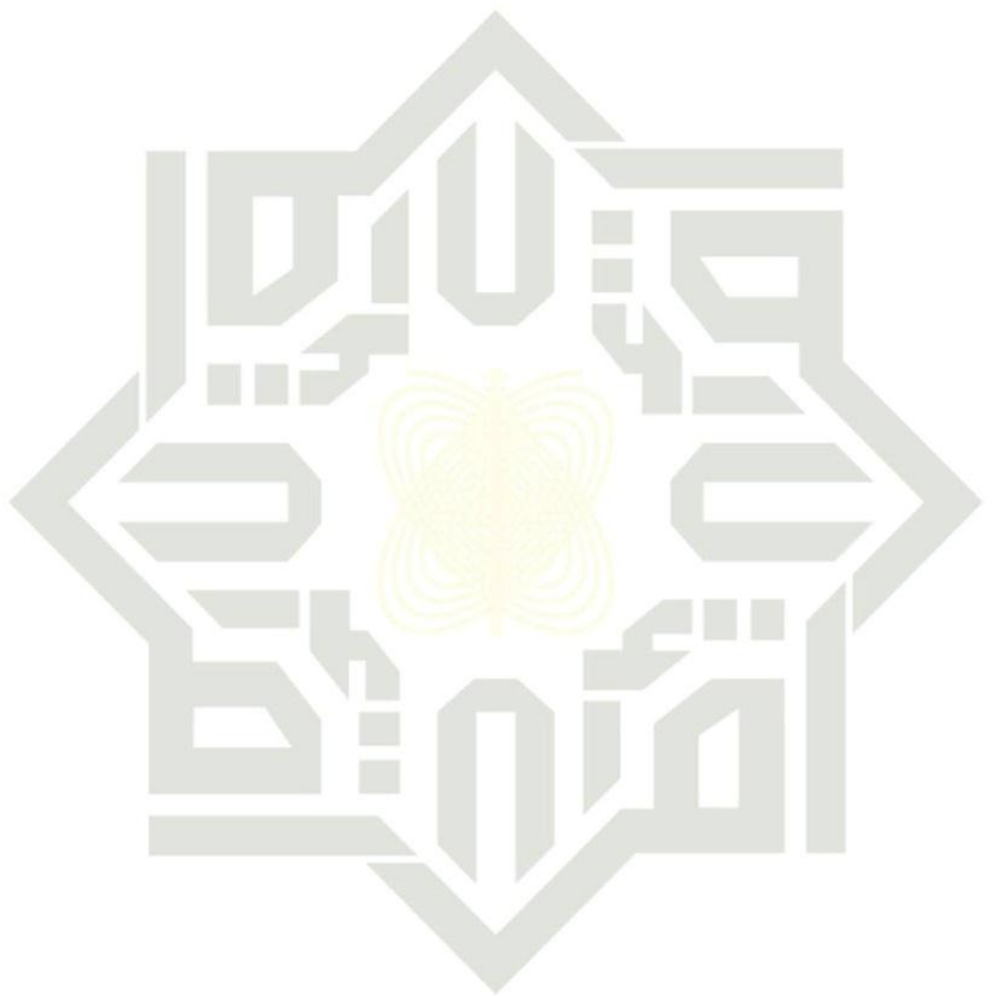
2. The suggestion for the students

- a. The students need to train their listening at home intensively in order to help them overcome their problems about the topic in listening. They need to always listening also various accents by listening song movie and etc.

3. The suggestion for other researcher

- a. For others researcher, it is important to be able to understand the theories of listening of many experts' theories, there are also some aspects that they do not learn yet. So, the choice of aspects or indicators which are based on what they learn at school is suggested. And it is also crucial to make sure that the students or leraners have already learnt and understood listening that are going to be tested so that the result of the test will be more relevant and reliable.Finally, these research findings are also expected to inspire the other researchers to investigate of studentss' difficulties in listening

comprehension on the other variable in order to give meaningful inputs for responsibility of students and teaching English is more fun.



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Questionnaire

The purpose of this questionnaire is to find out your perception toward listening comprehension difficulties .Use scale below to respond the statement.

Please tick (V) in the appropriate place.

- 1.SD =STRONGLY DISAGREE
 2.D =DISAGREE
 3.UD =UNDECIDE
 4.A =AGREE
 5.SA =STRONGLY AGREE

Nama :

Kelas/jurusan :

NO	STATEMENT	SA	D	UD	A	SD
		5	4	3	2	1
1	Sulit bagi saya untuk berkonsentrasi dengan keributan di luar (<i>It is difficult for me to concentrate with noises around</i>)					
2	Saya merasa sulit untuk menafsirkan makna dari teks yang telah di ucapkan (<i>I find it difficult to interpret the meaning of a long spoken text</i>)					
3	Saya merasa sulit untuk mengenali sinyal yang menunjukkan bahwa speaker bergerak dari satu titik ke titik yang lain (<i>I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another</i>)					
4	Saya merasa gugup dan khawatir ketika saya tidak mengerti teks yang di ucapkan (<i>I feel nervous and worried when I don't understand the spoken text</i>)					
5	Pada saat mendengarkan saya merasa sulit untuk memprediksi kata apa yang datang selanjutnya (<i>At the time of listening I found it difficult to predict what word would come next</i>)					
6	Saya merasa sulit untuk memahami arti kata yang tidak diucapkan dengan jelas (<i>I find it difficult to understand the meaning of words which are not pronounced clearly</i>)					
7	Saya tidak berkonsentrasi karena saya mencari jawaban dan mendengarkan dialog bersamaan (<i>I am unable to concentrate because I search for the answer , and listen to the dialogue same time</i>)					
8	Suara tidak jelas yang dihasilkn dari pemutar cd yang berkualitas buruk mengganggu pemahaman saya (<i>Unclear sound resulting from a poor- quality CD-player interfere with my listening comprehension</i>)					



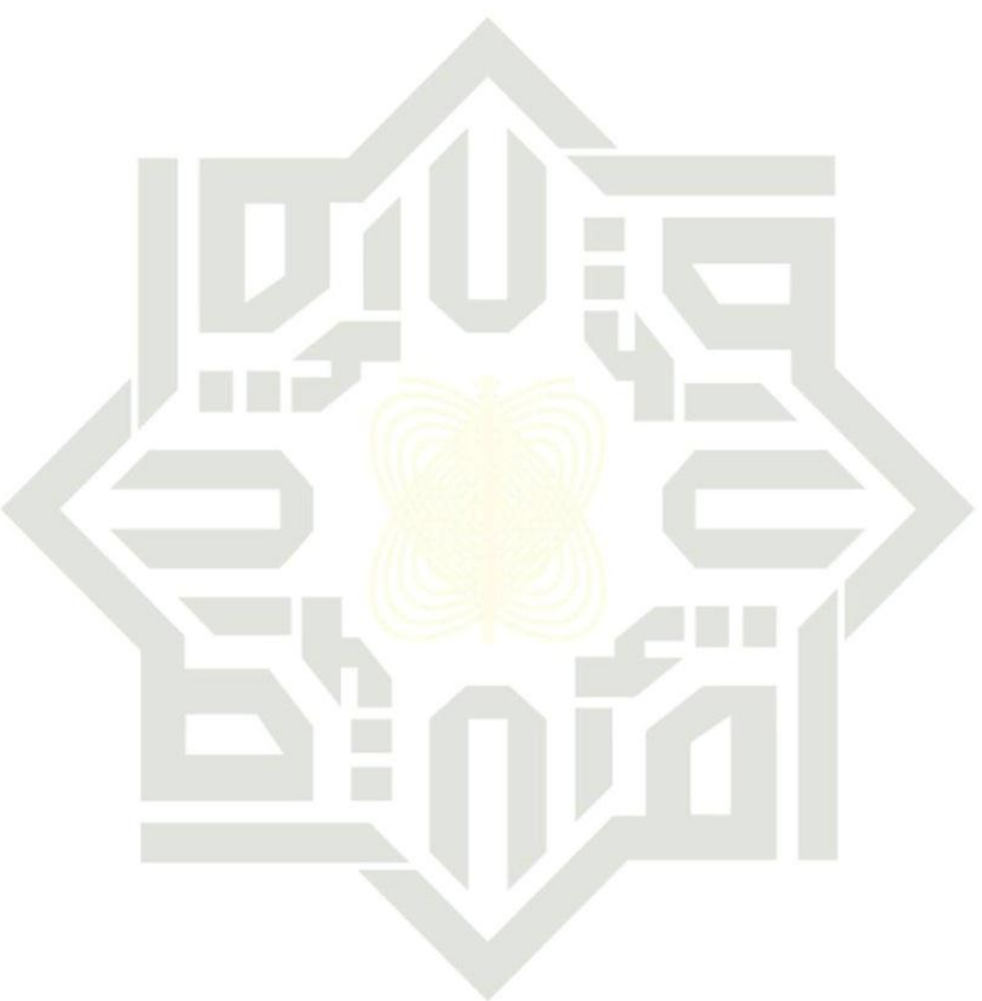
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9	Ketika menemukan kata yang tidak dikenal saya berhenti mendengar ,dan berfikir tentang arti kata itu (<i>When encountering an unknown word , I stop listening and thinking about the meaning of the word</i>)					
10	Saya merasa sulit untuk menanggapi kata yang saya dengar dengan cepat (<i>I find it difficult to remember word or phrases quickly that I have heard</i>)					
11	Saya hilang konsentrasi pada saat saya memikirkan arti dari kata yang baru (<i>I lose my concentration when I think about the meaning of new words</i>)					
12	Suara yang tidk jelas yang dihasilkan dari peralatan yang buruk dapat mengganggu pemahaman saya saat mendengarkan (<i>Unclear sound resulting poor equipment interfere with my listening comprehension</i>)					
13	Saya merasa sulit untuk mengerti saat pembicara berbicara terlalu cepat (<i>I find it difficult to understand when speakers speak too fast</i>)					
14	Saya merasa sulit untuk memahami teks yang diucapkan yang tidak menarik bagi saya (<i>I find it difficult to understand the spoken text which is no of interest to me</i>)					
15	Saya merasa sulit untuk memahami ketika topiknya tidak dikenal (<i>I find it difficult to understand listening text when the topic is unfamiliar</i>)					
16	Saya merasa sulit untuk menyimpulkan arti kata yang tidak di kenal saat mendengarkan (<i>I find it difficult to infer the meaning of an unknown words while listening</i>)					
17	Saya merasa sulit ketika mendengarkan bahasa inggris tanpa transkrip (<i>I find it difficult when listening to English without transcripts</i>)					
18	Saya kehilangan konsentrasi ketika mendengarkan pertanyaan lain (<i>I lose my concentrate when I think of another question</i>)					
19	Saya berhenti mendengarkan ketika saya memiliki masalah dalam memahami teks (<i>I stop listening when I have problems in understanding a listening text</i>)					
20	Saya merasa sulit untuk memahami setiap kata dari audio (<i>I find difficult to understand every single word of incoming speech</i>)					



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0781) 39064 Fax. (0781) 39117 **PEKANBARU**
 Email : dpmpstp@riau.go.id

REKOMENDASI
 Nomor : 503/DPMPSTP/NOH (ZIN-RISET)/2237
 TENTANG
 PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/6985/2019 Tanggal 24 April 2019**, dengan ini memberikan rekomendasi kepada:


1. Nama	: NURIANDA SARI HSB
2. NIM / KTP	: 11414202857
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: A STUDY ON LEARNERS' LISTENING COMPREHENSION DIFFICULTIES IN ENGLISH AT THE SECOND GRADE STUDENTS OF VOCATIONAL HIGH SCHOOL 1 BANGKINANG.
7. Lokasi Penelitian	: SMKN 1 BANGKINANG

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 2 Mei 2019



Ditandatangani Secara Elektronik Oleh:
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU
 EVANREPTA, SE, M.Si
 Pembina Utama Muda
 NIP. 19720628 199703 2 004

Tembusan :
Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web: www.uin-suska.ac.id E-mail: effek_uin-suska@yahoo.co.id

Nomor : Un.04/F.11.4/PP.00.9/10781/2018
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 04 Juni 2018

Kepada
Yth. Kepala Sekolah
SMKN 1 Bangkinang
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NURIANDA SARI HSB
NIM : 11414202887
Semester/Tahun : VIII (Delapan)/ 2018
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan

Wakil Dekan III




Prof. Dr. Mairunas, M.Ag.
NIP. 19720828 200604 1 002



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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FACULTY OF EDUCATION AND TEACHER TRAINING
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 Fax. (0781) 561647 Web: www.uinsuska.ac.id E-mail: etak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/10781/2018

Sifat : Biasa

Lamp. : -

Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 04 Juni 2018

Kepada
 Yth. Kepala Sekolah
 SMKN 1 Bangkinang
 di
 Tempat

Assalamu'alaikum warhamatullahi wabarakatuh
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

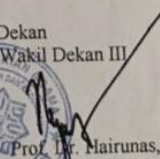
Nama	: NURIANDA SARI HSB
NIM	: 11414202887
Semester/Tahun	: VIII (Delapan) 2018
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

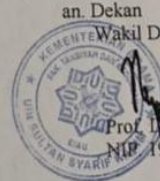
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
 Wakil Dekan III



Prof. Dr. Mairunas, M.Ag.
 NIP. 19720828 200604 1 002



UIN SUSKA RIAU



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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1
BANGKINANG**

Jl. Tuanku Tambusai No. 20 Bangkinang Telp/Fax (0762) 21310 / 21313 - Kode Pos 28412
NSS : 321140650-001 Website : www.smkn1bangkinang.sch.id
NPSN : 10400262 Email : smkn1_bkn@yahoo.com

SURAT IZIN PENELITIAN
NO. 070 / SMK.N.1 BKN/138

Yang bertanda tangan di bawah ini, Kepala SMK Negeri 1 Bangkinang dengan ini memberi izin kepada :

Nama	: NURIANDA SARI HSB
NIM	: 11414202887
Universitas	: UIN Suska Riau
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Judul Penelitian	: <i>"A Study On Learners Listening Comprehension Difficulties In English Language Learning At The Second Grade Of Vocational High School 1 Bangkinang"</i>

Untuk mengadakan Penelitian di SMK Negeri 1 Bangkinang dalam rangka menyelesaikan Studi Mahasiswa Program Studi Pendidikan Bahasa Inggris.

Demikian Surat ini untuk dapat dipergunakan sebagaimana mestinya.

Bangkinang, 20 Februari 2019
Kepala Sekolah,


DIUNAWATI M.Pd
 NIP. 19710604 199903 1 006

UIN SUSKA RIAU



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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
 JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
 PEKANBARU

No : 800/Disdik/1.3/2019/SQSS

Sifat : Biasa

Lampiran :

Hal : Izin Riset / Penelitian

Pekanbaru, 7 Mei 2019

Kepada :
 Yth. Kepala SMKN 1 Bangkinang

di-
 Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMTSP/NON IZIN-RISET/22337 Tanggal 2 Mei 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : NURIANDA SARI HSB

NIM : 11414202887

Program Studi : PENDIDIKAN BAHASA INGGRIS

Jenjang : S1

Alamat : PEKANBARU

Judul Penelitian : A STUDY ON LEARNERS' LISTENING COMPREHENSION DIFFICULTIES IN ENGLISH AT THE SECOND GRADE STUDENTS OF VOCATIONAL HIGH SCHOOL 1 BANGKINANG

Lokasi Penelitian : SMK NEGERI 1 BANGKINANG

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS




AYU SUHENDRA, SE
 Pembina
 *NIP. 19741209 200012 1 006

Tembusan:
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Fax. (0761) 561647 Web: www.ri.uinsuska.ac.id E-mail: efsak_uinsuska@yahoo.co.id

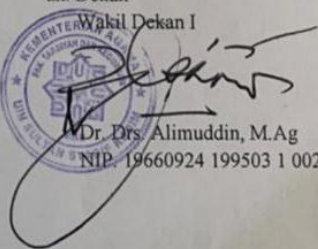
Nomor : Un.04/F.II.4/PP.00.9/13840/2018 Pekanbaru, 14 Agustus
 2018
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Kepada
 Yth.
 1. Rizky Gushendra, S.Pd., M.Ed (Pembimbing 1)
 2. Nurdiana, S.Pd.I (Pembimbing 2)
 Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh
 Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NURIANDA SARI HSB
 NIM : 11414202887
 Jurusan : Pendidikan Bahasa Inggris
 Judul : A Study on Learner's Listening Comprehension Difficulties in English
 Language Learning at The Second Grade Students of Vocational High
 School 1 Bangkinang
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
 an. Dekan
 Wakil Dekan I

 Dr. Drs. Alimuddin, M.Ag
 NIP. 19660924 199503 1 002

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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LEMBAR DISPOSISI	
	Indeks Berkas : Kode : 009
Hal : Pengajuan Judul Skripsi Nomor : Tanggal : 15-02-2018 Asal : Nurianda Sari 11414202887	
Tanggal Penyelesaian : Sifat: Biasa	
INSTRUKSI/INFORMASI*) <i>Rizky Gurhamza, M.Ed</i> <i>H. Fauzan Hudaib, M.Ed</i> <i>Nurdiana, M.Pd</i> <i>f 28/2/2018</i> <i>g 9/8 2018</i>	Diteruskan Kepada : 1. Ka Prodi PBI 15/02/18 f 2. 3. 4. 5. 6.
*) 1. Kepada bawahan "instruksi" atau "informasi" 2. Kepada atasan "informasi" coret "Instruksi"	



CURRICULUM VITAE



Nurianda Sari HSB Was born in Rantau prapat ,on july 20,7996.The researcher graduated from Elementary school039 Koto Juang Danau Lancang 2009.And the Researchercontinue her education in Junior high school Danau lancangin 2009 and finished her study in 2011.And she continue her education in state Vocational High School 1 Bangkinang and finished in 2014.And she continue her study at Islamic university of Sultan Syarif Kasim Riau.Majoring English Education in English ECducation Department and finished her study on October 08,202A at faculty of education and teacher training of state Islamic university of Sultan syarif kasim Riau as one of requirement for under graduated Degree (S.Pd)in English Education Department.

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